

# Glebelands Primary School

## Relationship Policy



**Whole School Nurturing Approach to Positive Relationships**

**August 2025**

# Rationale

The purpose of this policy is to create a community within Glebelands Primary School where staff, pupils and parents feel valued and respected. We are committed to creating an environment where positive and nurturing relationships provide the foundation for pupils to feel supported both emotionally and educationally. Our policy helps us to create a school community with clear expectations, consistent practice and positive relationships. We recognise that clear behaviour expectations and a fair, consistent approach throughout the school are necessary in order to promote positive relationships within the school.

This policy responds to recommendations from:

- United Nations Convention on the Rights of the Child (UNCRC) (1989)
- The Scottish Executive report “Better Relationships, Better Learning, Better Behaviour” (2013)
- Education Scotland’s with Glasgow City Council’s publication; “Applying Nurture as a Whole School Approach” (2018)
- When the Adults Change, Everything Changes, Paul Dix (2017)
- Getting it Right for Every Child (2022)
- De-escalation Professional Development Pack, Fife Council (2022)
- The Promise Plan 21 – 24, Scottish Government (2021)
- Support for Learning: All of our Children and All of their Potential, Scottish Government (2020)
- Developing a whole school ethos and culture: relationships, learning and behaviour, Scottish Government (2018)

## Our School Vision, Values and Aims

Our school vision is:

**An inspirational community striving for excellence in learning through a culture of innovation, challenge, inclusion and the celebration of success**

and our strapline is:

**Be the Best Possible You**

This is underpinned by our values which are:

**Ambition**

**Inclusion**

**Respect**

**Support**

We aim to provide a happy, safe, and welcoming environment for all members of our school community and seek to ensure that everyone is treated fairly and equally with the opportunity and support to develop and achieve to their full potential. We value respect, honesty and commitment and strive to deliver high quality learning and teaching experiences so that pupils are equipped with skills for learning, life, and work.

### We are Ready:

- We are ready to learn.
- We are ready to listen to and follow instructions the first time.
- We are ready to always support each other.

### We are safe:

- We use our strategies, adult support and spaces to help us keep ourselves and others safe.
- We have clear expectations of behaviour, manners and self-regulation to help us be ready and keep ourselves and others safe.
- We are supported equitably to help us learn and grow our skills for independence.

### We are respectful:

- We treat each other with fairness, dignity and respect.
- We treat each other the way we expect to be treated.
- We receive support to help us restore and repair relationships.



## Our School Aims

We are **ready**. 

We are **safe**. 

We are **respectful**. 



## Our Values

A

**Ambition**



I

**Inclusion**



R

**Respect**



S

**Support**



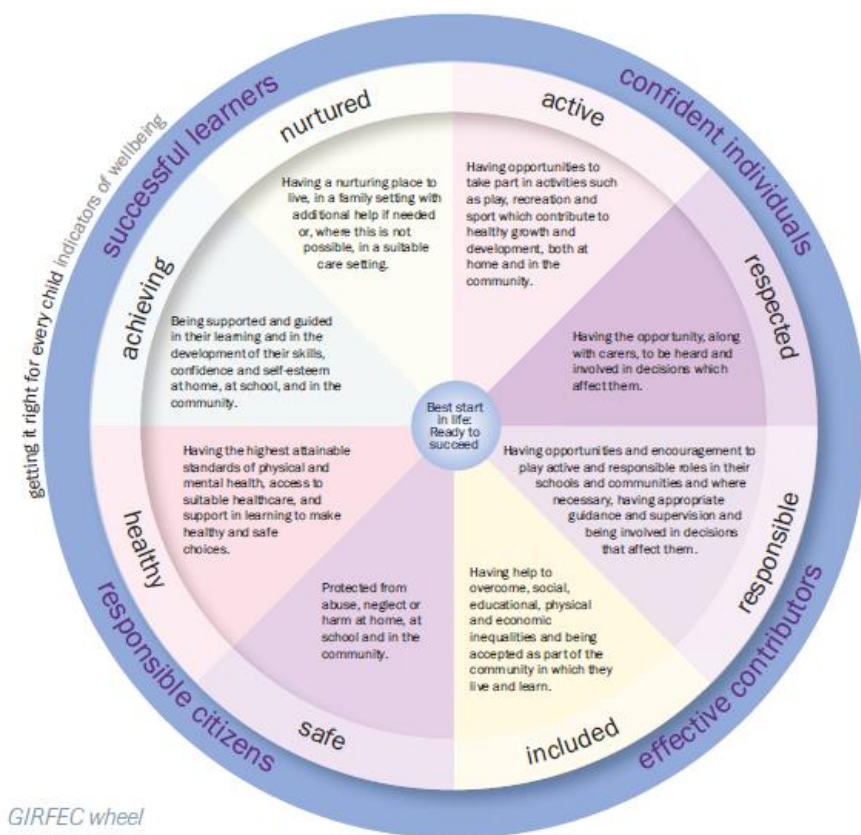
## Rights Respecting School Aims

**Article 12:** Respect the Views of the Child – Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

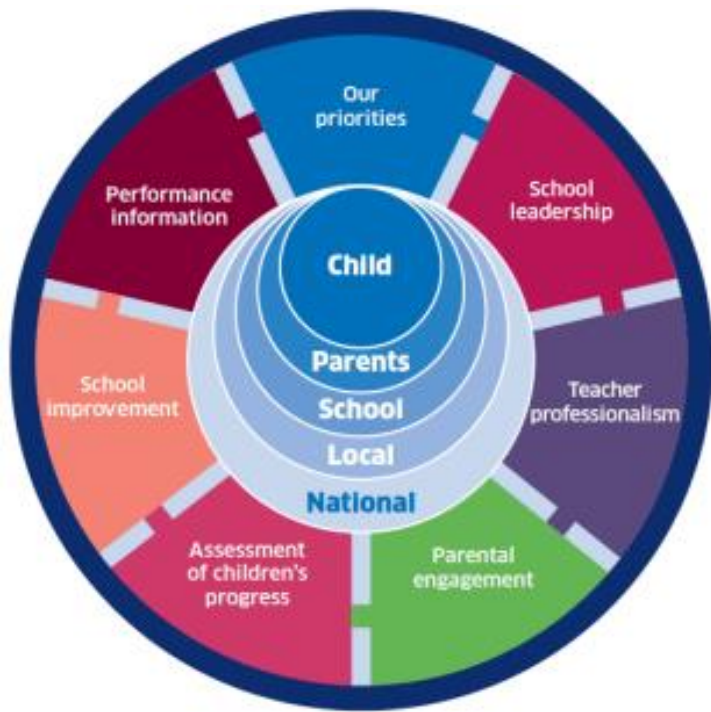
**Article 15:** Freedom of Association – Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop others from enjoying their rights.

**Article 29:** Goals of Education - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

**Article 31:** Leisure, play and culture – Every child has the right to relax, play and join in a wide range of cultural and artistic activities.



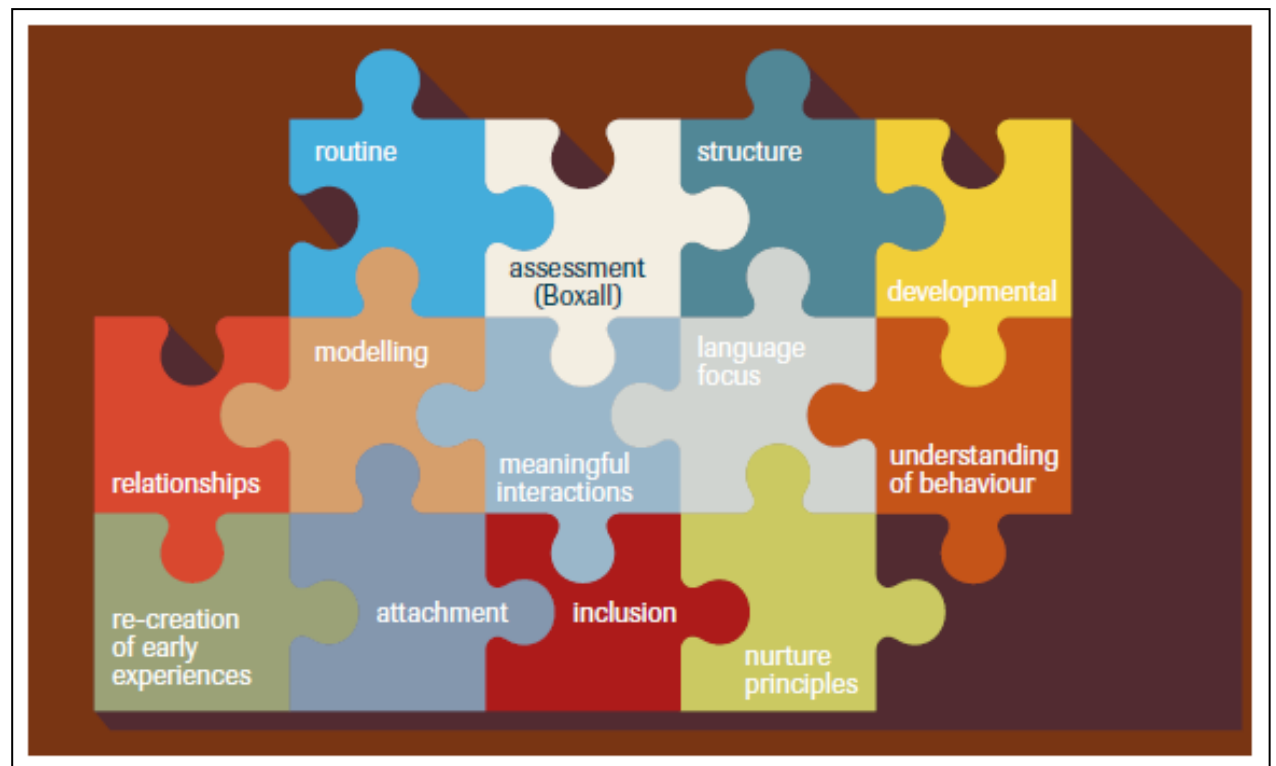
Children's wellbeing is at the heart of **Getting it Right for Every Child**. This means focusing on the wellbeing of every child to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included (the wellbeing indicators).



The **National Improvement Framework** sets out clear priorities to deliver excellence and equity and outlines a number of key drivers for improvement.

**PROMOTING A WHOLE SCHOOL  
NURTURING APPROACH TO POSITIVE  
RELATIONSHIPS**

Taking into account the following key themes:





**We promote:**

1. Establishing and discussing class and school aims with the pupils.
2. Delivering lessons to learn and advocate Children's Rights.
3. Children are in agreement that we are READY SAFE RESPECTFUL with identified strategies to help them when they may find something tricky.
4. Encouraging positive peer relationships and responsibility.
5. Praising pupils for exceptional behaviour and effort e.g. positive note/phone call/Seesaw message/group call home, Rights Respecting Schools Awards, House Points, 'You've Been Spotted' Instant recognition board and weekly certificates.
6. Displaying achievements throughout the school.
7. Matching a "buddy" to younger pupils who require support particularly at times of transition.
8. Bringing the school community together regularly.
9. Implementing recognition boards throughout the school.
10. Boundaries, routines and verbal communication are consistently positive throughout the school.
11. Encouraging a mutual respect between all members of staff and pupils.

## De-escalation Scripts

- I understand that you feel ...(angry/upset)...let's go and...(give distraction/support/place)
- I will know you are ready when...(you are sitting in the quiet corner/go outside *etc*)
- I know you are respectful when...(your ears are listening, you say kind words to others, you help clean up the mess, the chair is picked up *etc*)
- I know you are safe when...(you keep your hands, feet and objects to yourself)
- Thank you for...(making a good choice, showing me safe walking, making me feel listened to)... I feel safe/respected and I know that you are now ready to...

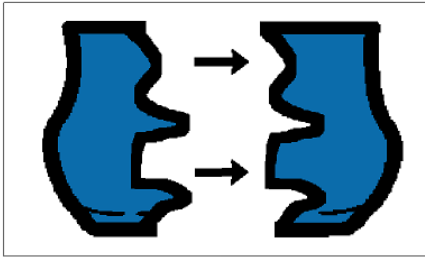
## Restorative Conversations Scripts

- Can you tell me what happened?
- How did that make you feel?
- How do think other people felt?
- What can we do to make things better?
- If this happened again, what would you do differently?

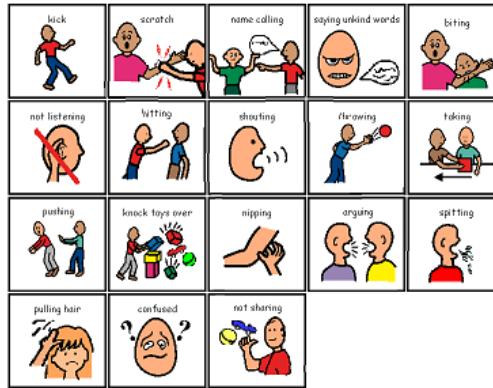
## KEYSTONE ROUTINES WITHIN THE SCHOOL

- All staff to welcome and support children into school in the morning in a prompt fashion.
- Pupils will be greeted in the morning before entering the school/classroom.
- Pupils will practice 'wonderful walking' in an orderly line with their teacher, stopping to regroup at regular intervals (staff to demonstrate, encourage and lead by example).
- Line leaders to hold the doors and pass on to the next class line whilst moving through corridors. P7 children assist where identified.
- Children will knock first and then enter a classroom or office.
- Every class has school aims and values displayed.
- Every class to have a 'You've Been Spotted' recognition board to praise achievements.
- Every class has a 'Class Charter' created with learners and on display as a working document for learner reference, revisited regularly.
- Each room in the school has a symbolised 'Fix it Folder' to support Peer Conflict Resolution, shared with families via Seesaw or photocopy sent home to ensure joint up working between home and school.
- Class teachers will have the opportunity to establish relationships by inviting parents/carers into school for Family Learning opportunities across the year.
- Any parent wanting to speak to a class teacher (CT) when they are bringing in the lines should be politely asked to go to the school office and either the CT or a member of the SLT will be in touch with the parent later on that day. Messages can also be sent via class Seesaw or email, whereby staff have 48 hours to respond.
- Every class expected to respect the school environment by carrying out a 'Friday Tidy' of both their classroom and cloakroom.
- During interval/lunchtime all pupils should be outdoors unless alternative arrangements have been made with a member of staff.
- The Burrow Enhanced Nurture Room is used to disproportionately support any learners requiring additional nurture. This changes daily.

# FIX IT FOLDER



What happened?



The 'Fix it Folder' process supports learners to share what happened and their feelings. Each child has the opportunity to self-regulate and share their opinions, before coming together to listen to each other, restore and repair relationships.

Most of our learners can independently resolve conflict and others may take longer to develop their emotional, social and behavioural regulation. This is a developmental stage and is different for all learners, regardless of age.

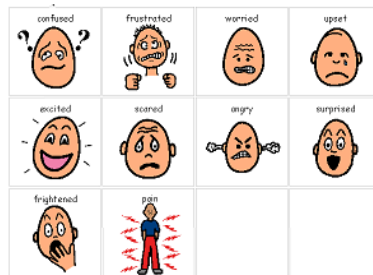
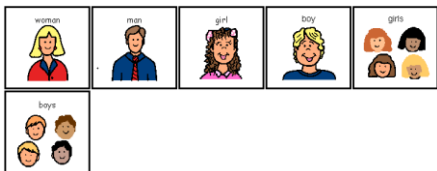
This can be an ongoing process and can take learners a long time to develop their understanding of their emotions and those of others.

This process allows adults to support all learners. It can also be used to restore relationships between learners and adults.

Who?

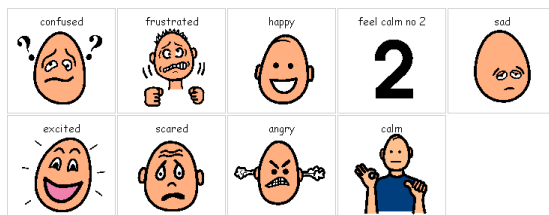
How do you feel?

How will we fix it?



How do I feel now?

Add in more diverse copies of who? Examples here



### **Enhanced Nurture Support**

For some children the realities of their life experiences means that school can be a challenging place for a variety of reasons. Medical and health reasons can also impact on children's abilities to cope in school.

Whatever the reason, some children require additional support to enhance their ability to be able to engage in daily school life and learning.

A flexible approach supports them. This can be short term or long-term support. Having a flexible approach can include:

- Time out of class to attend groups
- Flexibility around learning and time in class
- Use a variety of approaches including de-escalation techniques
- Use choice and options to keep them on track
- Offer of brain breaks within the classroom
- Allowing 'calm area' time with sensory objects
- Going for a walk, taking exercise to calm children
- Using Kitbag
- Making a cup of tea/drink or snack
- Play a game
- Following a structured and symbolised timetable
- Sensory and movement breaks



### **Core Nurture Groups:**

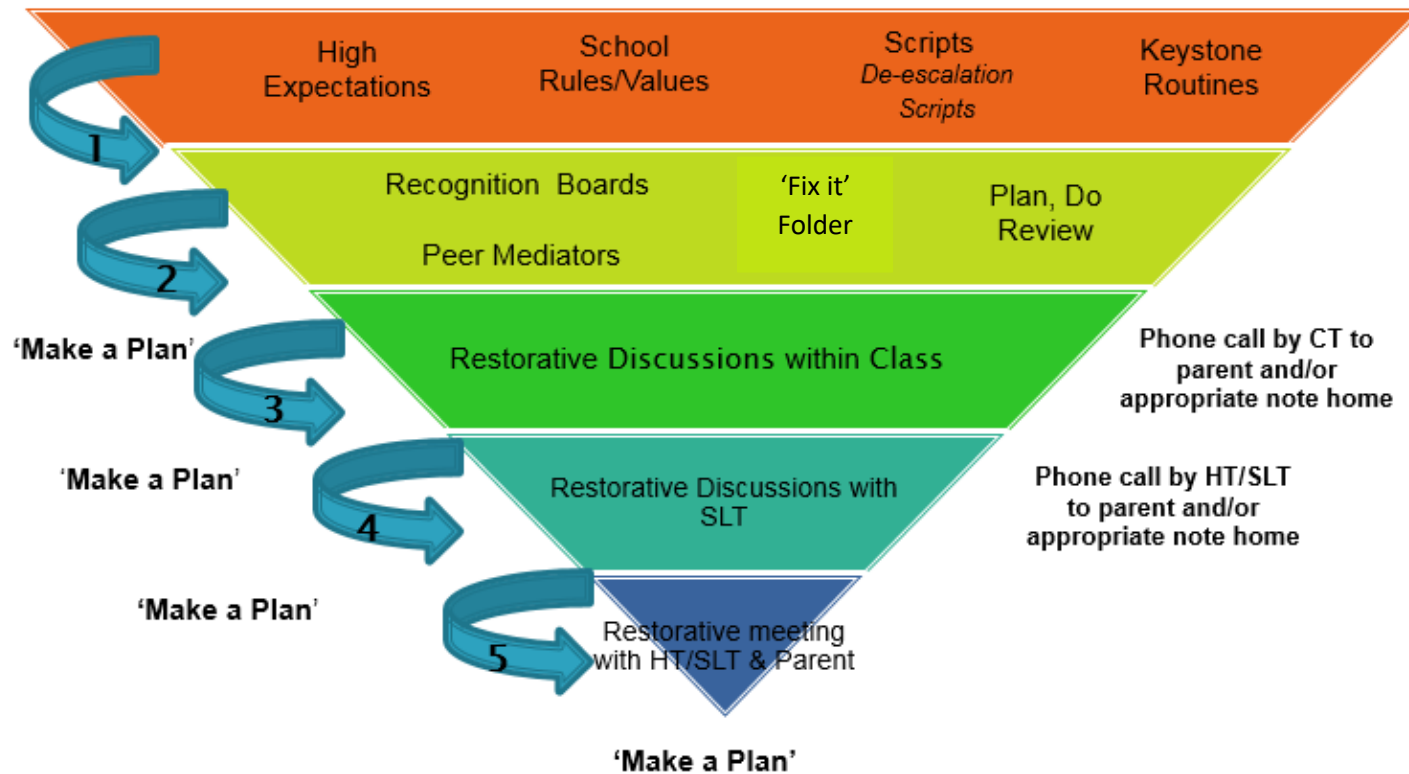
Core nurture groups are run to support our children with high levels of social, emotional and behavioural needs or distress. These individuals and groups are planned to support our school ethos of READY, RESPECTFUL, SAFE as wellbeing underpinned by the 6 Principles of Nurture.

Nurture groups run for a minimum of 4 weeks to allow our nurture team to assess children and evaluate targets, as well as set new ones if appropriate.

### **The aims of our nurture groups are:**

- To provide a small-scale setting in which children can experience nurturing care from key adults, supporting learners to reintegrate back into daily school life and the wider community.
- To achieve readiness to learn.
- To sustain long term mental health improvements and resilience.
- To have a predictable, calm and purposeful environment and timetable with adaptable curriculum flexibility.
- To develop self-esteem and social skills.
- To develop relationships between adults and children, building trust, confidence and reliability.
- To develop responsibility for self and others.
- To help children self-regulate, understand their emotions and learn strategies to support their feelings.
- To work in partnership with families and staff to achieve consistency of approach at home and school.
- To develop skills for life, learning and work.

# Overview of Staged Intervention



Please be aware of the above processes and hierarchy of support for all learners and be mindful that staff are not always available to meet instantly due to the high level of multi-agency support meetings and health and wellbeing meetings arranged for learners across the Early Learning Centre and School. Intervention planning for support requires time to ensure that we best meet the needs of our young people.

Most issues can be swiftly supported via Seesaw communication and a request for a supportive call by the class teacher. Alternatively, an email to the school to alert your concern so that the severity can be prioritised and dealt with in a timely manner.

## **Positive Behaviour Management Strategies**

To promote a rights-based approach within the school we will be using the following positive behaviour management strategies:

**P1-2 – Pupils to rewarded with stickers to highlight positive behaviours. Class Cash now??**

**P3-7 –** Classes will use Class Cash to reinforce positive behaviours. Classes to agree on their own rewards system and choose appropriate rewards that can be bought with class cash.

*\*There should be no 'fines' or removal of points, as they have been awarded to reinforce positive behaviour.*

### **All classes:**

- Every class will have a 'You've Been Spotted' Positive Recognition Board which is used to instantly highlight positive behaviours.
- Star of the week will be given to 1 pupil, this pupil will receive a certificate and attend Hot Chocolate with the Headteacher. They will have their photograph taken and added to the Star of the Week Board in the Senior Leadership Corridor. Children should be able to verbalise why they have been chosen.

### **Whole School:**

- House points will be given by the HT, DHT and PT. The winning house will receive a reward each term. House Points will be run by the Pupil Leadership Team. They will be responsible for collection of and display of House Points each week.
- A Wider Achievements School Recognition board will be used to show achievements of our pupils in the wider community.

Steps	Actions
<b>Reminder</b>	<ul style="list-style-type: none"> <li>• Gentle reminder of expected behaviour, link to school values and rights of the child.</li> <li>• Give examples of previous positive choices.</li> <li>• Repeat reminder privately if needed.</li> </ul>
<b>Second Reminder</b>	<ul style="list-style-type: none"> <li>• Reduce use of language and use scripting.</li> <li>• Provide an opportunity for a time out in class and direct to calm area or other regulation spaces.</li> </ul>
<b>Restorative Conversation</b>	<ul style="list-style-type: none"> <li>• Classroom teacher to have a restorative conversation with the pupil at the earliest possible time.</li> <li>• Use if 'Fix it Folder' if required. (Adults and children can use this to facilitate conversation, develop understanding of others feelings and provide opportunities to restore and repair relationships)</li> </ul>
<b>Final Opportunity</b>	<ul style="list-style-type: none"> <li>• Pupil returns to class and is given a final opportunity to make positive choices.</li> </ul>

## Behaviour Management Steps



### Helping Hands Card

If needed, a Helping Hands can be sent immediately to the nearest adult for support. The class name, location should be written on the back of the card and brought by responsible children.

In all cases of threatening or aggressive behaviour, whereby, scripting, de-escalation strategies and nurturing approaches have not had impact, the Senior Management Team (SMT) will be contacted immediately through the use of the Helping Hands Card. Pupil removed from class.

The SMT will support in situ or support child to move to a calmer area for support and/or regulation break.

If a child displays violence, aggression and threat, parents will be contacted and a meeting arranged. Staff to follow Violent Incidents procedures.

## School Charters

Our school charters are linked to the UNCRC. Pupils identified the rights that best apply to our school community. Pupils and adults then worked together to identify positive behaviours that we expect in each area of our school.



### Glebelands Primary School Charter









Our School....


<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>✓ Express their views respectfully.</li> <li>✓ Treat everyone with dignity and fairness.</li> <li>✓ Always try their best.</li> <li>✓ Act safely and responsibly.</li> </ul>	<p><b>Adults will:</b></p> <ul style="list-style-type: none"> <li>✓ Ensure everyone is safe.</li> <li>✓ Listen and respond appropriately.</li> <li>✓ Treat everyone with dignity and respect.</li> <li>✓ Respect themselves and everyone else.</li> </ul>
--	---



Ambition Inclusion Respect Support  
*Be the Best Possible You*



### Primary 6b Classroom Charter





Our classroom should be a safe environment which is free of discrimination. We should have access to information to learn about our rights and we should be able to share our thoughts freely. We should also learn about our rights and the aims of education.

<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>✓ Be kind to each other.</li> <li>✓ Listen to other people.</li> <li>✓ Always tell the truth.</li> <li>✓ Help each other.</li> <li>✓ No hitting or saying nasty things.</li> </ul>	<p><b>Adults will:</b></p> <ul style="list-style-type: none"> <li>✓ Listen to children.</li> <li>✓ Spend time getting to know each child.</li> <li>✓ Treat children with respect.</li> <li>✓ Make <u>every day</u> fun.</li> <li>✓ Help us when we are sad.</li> </ul>
--	--

Ambition Inclusion Respect Support  
*Be the Best Possible You*



### Glebelands Primary School Playground Charter








The playground should be a friendly and safe environment. We should be able to meet our friends and enjoy ourselves. The children in the playground should listen to instructions and adults should help to deal with any issues.

<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>✓ Be kind to everyone.</li> <li>✓ Listen to adults.</li> <li>✓ Include others.</li> <li>✓ Show respect.</li> </ul>	<p><b>Adults will:</b></p> <ul style="list-style-type: none"> <li>✓ Be kind to children.</li> <li>✓ Keep everyone safe.</li> <li>✓ Be consistent.</li> <li>✓ Listen to children.</li> </ul>
--	---

Ambition Inclusion Respect Support  
*Be the Best Possible You*

## Pupil Dignometers

We believe that our pupils should be treated with dignity and respect. As a school we have introduced Dignometers to monitor how the pupils are feeling each day. Each pupil records how their day has been at 3pm using a coloured dot in the appropriate section. Any child recording a red or amber should then be spoken to by the class teacher to help resolve any issues.

